

Fourth Edition

Bienestar / NEEM-A

Health Program

Kindergarten Health Curriculum



Teacher's Guide

Bienestar/NEEMA Health Program Kindergarten Health Curriculum Teacher's Guide

1302 S. St. Mary's Street
San Antonio, Texas 78210
(866) 676-7472
(210) 533-8886

Find us on the World Wide Web at www.SAHC.org

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Authors

Roberto P. Treviño, M.D.
Director
Social & Health Research Center

Mary Shaw-Ridley, PhD, M.Ed, MCHES
Robert Stempel College of Public
Health & Social Work
Florida International University

Ramon Baez, DDS, MPH, HFADI
Adjunct Professor, School of Dentistry
University of Texas Health Science
Center at San Antonio

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Table of Contents

Pre-Test	V
Lesson 1: The Daily Path To Good Health	1
Some daily healthy behaviors involve eating three healthy meals and healthy snacks, exercising everyday and getting enough sleep.	
Lesson 2: The Daily Path To Good Oral Health	9
Identifies terminology and number of teeth for children in kindergarten age range and shows children how to properly care for their teeth.	
Lesson 3: Three Healthy Meals	15
Identifies a healthy balanced diet and the importance of making healthy food choices for breakfast , lunch, and dinner.	
Lesson 4: Eat 5 Today the Colorful Way	25
Explains the importance of choosing 5-a-Day the colorful way and how to find fruits and vegetables in colors purple or blue, green, yellow or orange, white, and red.	
Lesson 5: Foods from A – Z	34
Identifies a variety of foods from the MyPlate that would make a healthy snack.	
Lesson 6: What is a Healthy Drink?	42
Explains the importance of choosing healthy beverages, and provides examples of healthy drinks.	
Lesson 7: Exercise Every Day	50
Defines exercise and explains why getting exercising every day is important for good health.	
Lesson 8: Following the Path to Good Health	58
Reviews the importance of eating three healthy meals and healthy snacks, as well as getting exercise every day, and an adequate amount of sleep is important for good health.	
Lesson 9: Don't Push Me: Drugs & Alcohol Prevention	66
Explains the difference between good drugs (medicine) and bad drugs and describes the affects of alcohol on the body.	
Post-Test	71

Becoming Familiar with the Bienestar/Neema Health Curriculum

I. Background Information – Teacher’s Guide

Lesson preparation information for the teacher is listed on the first few pages of each lesson under the following headings:

1. **Lesson Topic** – The title of the lesson.
2. **Health TEKS/National Standards** – The Texas Essential Knowledge and Skills and National Health Education Standards that are addressed in the health education lesson.
3. **Objective** – The behavior the student should be able to perform after learning the concepts of the lesson. The objectives are written in behavioral terms from the six levels of the cognitive domain. These include knowledge, comprehension, application, analysis, synthesis and evaluation.
4. **Lesson Summary** – A quick review of the lesson concepts. The information in the summary is also in the Procedures section of the lesson under the Teaching Concepts.
5. **Materials** – A reference to the Student Workbook pages that will be used in the lesson. Students will also need a pen or pencil for completing the lesson activity.

II. Making Full Use of the Lesson – Teacher’s Guide

The lesson starts with the word **PROCEDURE**. The Procedure section is divided into three parts:

1. **What do you remember?** – These questions can be used to check for understanding, retention and to clarify confusing concepts.
2. **Lesson Introduction** – A “sample” statement the teacher can use when “setting up” or introducing the lesson to students. It will always appear in italics. It is written in words the student can understand regarding the focus of the lesson.
3. **Lesson Content** – Outlines what should be taught in the lesson.
 - a. **Directions** – Provides the lesson number for the Review Sheet in the student workbook.
 - b. **Teaching Concepts** – All concepts are sequentially numbered. The teaching concepts are written in appropriate grade level vocabulary.
 - c. **Ask** – Provides a sample question the teacher can ask the students. The questions can be used to reinforce the concept and check for student understanding. The sample questions are in boldface. A sample answer is provided in parentheses following each question.

III. Pre/Post Exam

Administer pre/post exam:

1. Administer the pre/post exam before the first lesson is taught and again after the last lesson is taught.

IV. Related Information

Student Workbooks

1. The student workbooks are consumable material and an individual copy is available for each student. To reuse the workbooks have students write in the activities in their own Health Journal notebook.
2. The student workbook includes information the student needs for each lesson.
 - a. A copy of the Lesson Review Sheet(s) for the student to follow along as the lesson is being taught.
 - b. A copy of the Lesson Activity to be completed by each student after a lesson is taught.
3. A copy of the Review Sheet and the Lesson Activity is included in the teacher's guide and all pages are referenced.
4. If a teacher prefers to use an overhead projector to present the material, powerpoints can be made from the Lesson Review Sheet(s) in the student workbook.

V. Vocabulary Reference Guide

1. As much as possible, all words used in the teaching concepts and activities are written at the appropriate grade level (i.e., the word "exercise", a 4th grade word, was used vs. "physical activity" because "physical" is a 5th grade word and "activity" is a 6th grade word).
2. Some health-related terms could not be changed. In that case, the health-related term is used in the lesson with an explanation of the word written at the appropriate grade level. This is why it is so important for the teacher to review the content bullets under the teaching concepts and use the terminology that is provided. This will enable the student to understand the concept at grade level (i.e., diabetes—when you have too much sugar in your blood.)
3. The following is the reference guide used for determining the appropriate grade level vocabulary. EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, S. Taylor, H. Frackenpohl, C. White, B. Nieroroad, C. Browning and E. Birsner. EDL Publishers, Columbia, SC, 1989.

Kinder Pre-Test

School Name _____

Name of Teacher _____ Name of Student _____

Date ____ / ____ / ____

Instructions

This book contains a pre and post test. Both tests contain the same questions and answers. The pre-test is to be administered before the first lesson is taught and the post test after the last lesson is completed. This test can be administered to an individual child or in small groups with the assistance of the health educator.

1. Circle the LEAST healthy food.



Carrot



Broccoli



French Fries



Corn

2. Circle the LEAST healthy food.



Watermelon



Grapes



Pear



Doughnut

3. Circle the child that IS exercising.



Riding bike w/helmet



Playing video games



Watching TV



Talking w/ friends

8. Circula la bebida MENOS saludable.



Agua



Leche



Bebida en Polvo



Jugo de Naranja

9. Circula el alimento que tiene mucha azucar.



Dulces



Zanahorias
apto



Cerezas



Elote

10. Circula el articulo que NO es saludable para tus dientes.



Pasta dental



Cepillo dental



Galletas



Vegetales

11. ¿Puedes hacer un dibujo de lo que debes hacer si tienes un dolor de cabeza?

Lesson 3 – Three Healthy Meals

Teaching Concept 1 (cont'd)

A picture of a banana is next.

Ask: Is a banana a healthy food for you to eat?

Answer: Yes, all kinds of fruit are good for you to eat.

Ask: Should you put an X through it?

Answer: No, it is a healthy food choice.

The last picture is a carton of milk.

Ask: Is milk a healthy food for you to drink?

Answer: Yes, because milk keeps your bones and teeth strong.

Ask: Should you put an X through it?

Answer: No, it is a healthy food choice.

Teaching Concept 2

The middle of the page shows some food you can eat for lunch.

Again, four of the foods in the picture are healthy choices. One of the foods in the picture is a poor choice. As we discuss each picture decide whether you think it is a healthy or a poor choice of food to eat.

The first picture for lunch is a carton of milk.

Ask: Is milk a healthy food for you to drink?

Answer: Yes, because it will keep your bones and teeth strong.

Ask: Should you put an X through it?

Answer: No, it is a healthy food choice.

Next is a picture of some carrot and celery sticks.

Ask: Are carrots and celery healthy foods for you to eat?

Answer: Yes, all kinds of vegetables are good for you.

Ask: Should you put an X through it?

Answer: No, they are healthy food choices.

The next picture is cookies.

Ask: Are cookies a healthy food for you to eat?

Answer: No, cookies have a lot of fat and sugar. The sugar is bad for you and when you have too much sugar in your blood, you can also get a disease called Type 2 diabetes.

Ask: Should you put an X through it?

Answer: Yes, it is a poor food choice.

A picture of a peanut butter sandwich is next.

Ask: Is peanut butter a healthy food for you to eat?

Answer: Yes, it is good for you to eat.

Ask: Should you put an X through it?

Answer: No, it is a healthy food choice.

The last picture is a carton of yogurt.

Ask: Is yogurt a healthy food for you to eat?

Answer: Yes, because it is like milk, it helps keep your bones and teeth strong.

Ask: Should you put an X through it?

Answer: No, it is a healthy food choice.

Lesson 3 – Three Healthy Meals

Teaching Concept 3

The bottom part of the page shows foods you could eat for dinner.

Again, four of the foods in the picture are healthy choices for you to eat. One of the foods in the picture is a poor choice. As we discuss each picture, decide whether you think it is a healthy or a poor choice of food to eat.

The first picture for dinner is chicken.

Ask: Is chicken a healthy food for you to eat?

Answer: Yes, because chicken is meat that is low in fat. Meat helps you build strong muscles.

Ask: Should you put an X through it?

Answer: No, it is a healthy food choice.

Next is a picture of some vegetable soup.

Ask: Is vegetable soup a healthy food for you to eat?

Answer: Yes, because all kinds of vegetables are good for you.

Ask: Should you put an X through it?

Answer: No, it is a healthy food choice.

The next picture is some corn.

Ask: Is corn a healthy food for you to eat?

Answer: Yes, corn is a vegetable and is good for you.

Ask: Should you put an X through it?

Answer: No, it is a healthy food choice.

A picture of some French fries is next.

Ask: Are French fries a healthy food for you to eat?

Answer: No, they are fried so they will be greasy and have a lot of fat. Too much fat can weaken your heart.

Ask: Should you put an X through it?

Answer: Yes, they are a poor food choice.

The next picture is green beans.

Ask: Are green beans a healthy food for you to eat?

Answer: Yes, because vegetables are good for you.

Ask: Should you put an X through it?

Answer: No, it is a healthy food choice.

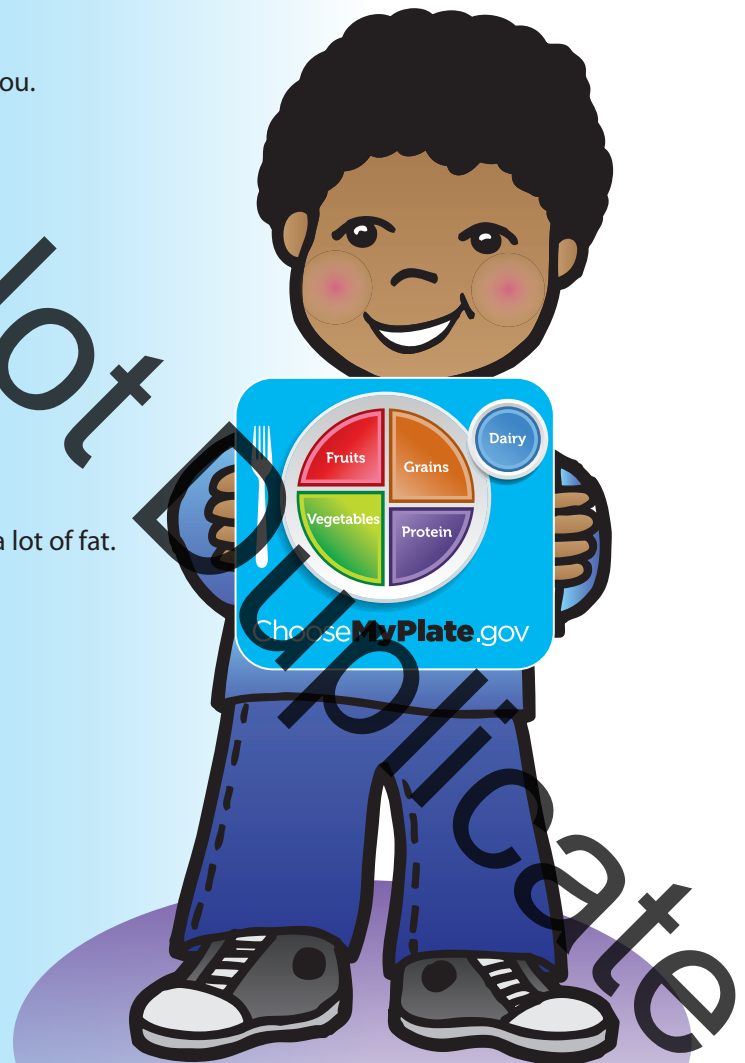
The last picture is an apple.

Ask: Is an apple a healthy food for you to eat?

Answer: Yes, because fruit is good for you.

Ask: Should you put an X through it?

Answer: No, it is a healthy food choice.



Lesson 3 – Three Healthy Meals

Teaching Concept 4

Learning which foods are healthy is important so you can help your parents or other adults choose what to give you for your 3 healthy meals.

It's also important we make sure that the foods we eat, and the hands we eat with, are clean! Germs can spread quickly when foods are not washed prior to eating and when foods are eaten with dirty hands! And bad germs getting into your body can make you very sick!

How long should you wash your hands for?
2 repetitions of the Happy Birthday song!

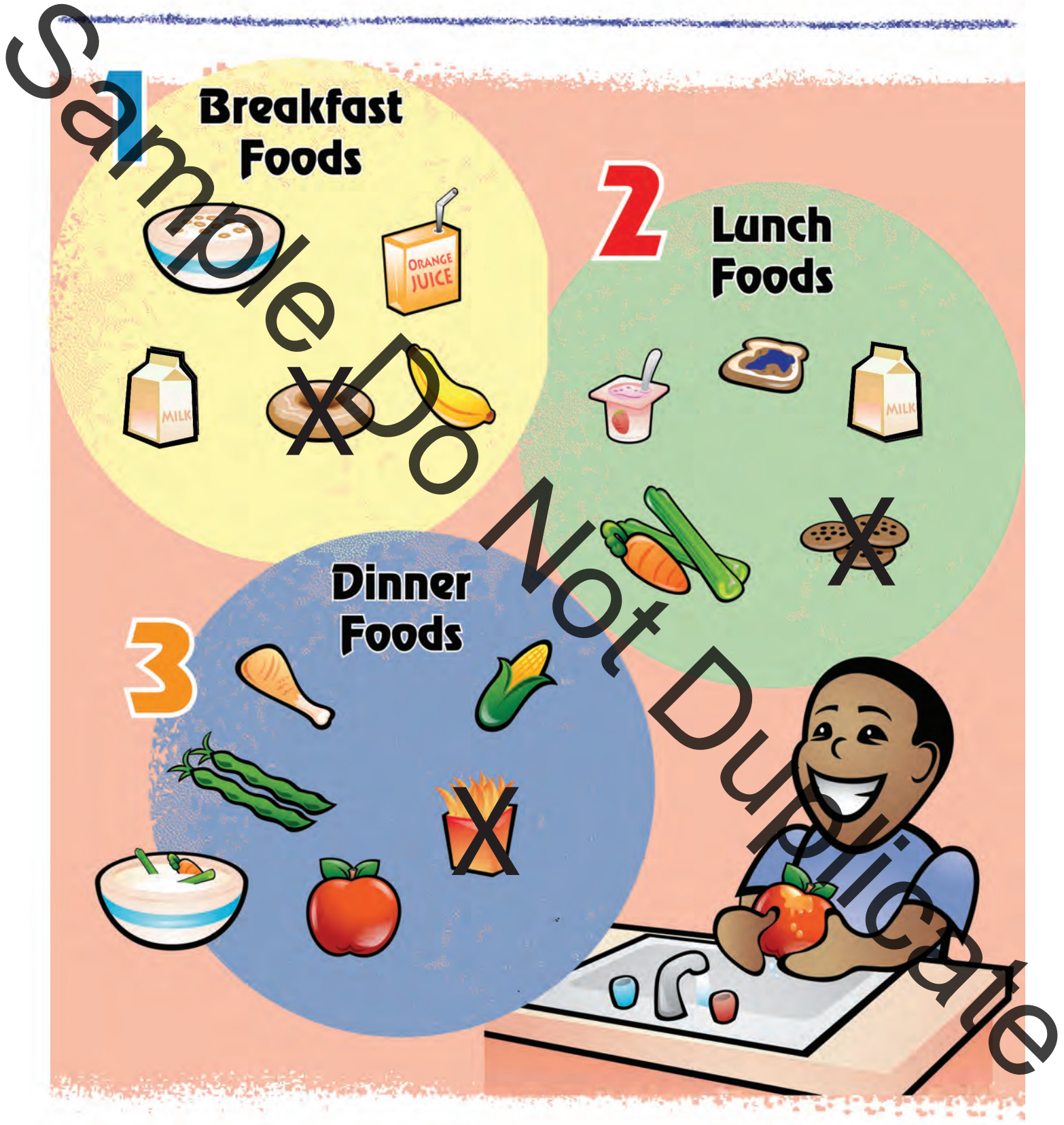
D. Check for understanding

- What are healthy foods you could eat or drink for breakfast? (Oatmeal, orange juice, fruit, milk).
- What are healthy foods you could eat for lunch? (Vegetables, peanut butter sandwich, low-fat milk, and yogurt). Remind them that healthy food keeps away diabetes and heart disease.
- What are healthy foods you could eat for dinner? (Chicken breast, vegetables, fruit).
- Why is it important to wash your hands and wash raw fruits and vegetables before you eat them? (It prevents the spread of germs that can make you sick or cause diseases.)
- Why should you not eat a lot of candy? (Candy has a lot of fat and sugar. The sugar is bad for your teeth. When you have too much sugar in your blood, you can also get a disease called diabetes.)



Lesson 3 – Three Healthy Meals

Review Sheet – Student Workbook



Lección 3 – Tres Comidas Saludables

Hoja de Revisión – Libro de Ejercicios del Estudiante



Lesson 4 – Eat 5 – Today the Colorful Way

Consume Hoy 5 Alimentos de Manera Colorida

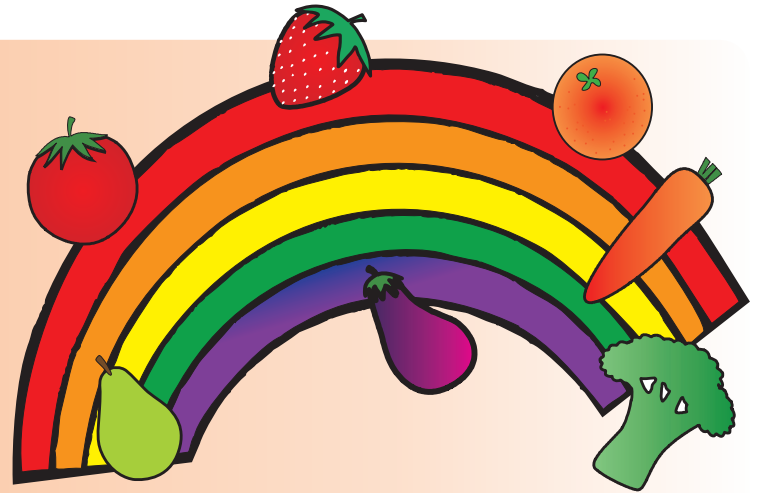
Health TEKS: 1A, 1B, 3B, 5B

National Standards: 1.2.1, 4.2.1, 5.2.1, 8.2.2

Objective

After the lesson is taught the student should be able to:

- Explain that "5- Today" means eating 5 servings of fruits and vegetables each day.
- Identify examples of fruits and vegetables that are purple or blue, green, yellow or orange, white and red.
- Describe how making healthy food choices can become part of a child's life with the guidance of a parent or adult.



Lesson Summary

- Children should eat at least 5 servings of fruits and vegetables each day. Vegetables are nutritious, high in fiber, and low in fat. Low fat and high fiber foods can help prevent diseases like diabetes and heart disease.
- A good way to choose fruits and vegetables is by color.
- It is important to get a colorful variety of fruits and vegetables into your diet every day. Colorful fruits and vegetables provide a wide range of vitamins and minerals that the body needs to maintain good health and energy levels.
- Choose 5 - Today the colorful way. Look for fruits and vegetables that are purple or blue, green, yellow or orange, white and red.



Materials

- Student Workbook
- Pens or pencils

Lesson 4 – Eat 5 – Today the Colorful Way

Procedures

A. What do you remember?

- What healthy foods can you eat for breakfast? (Oatmeal, orange juice, fruit, milk)
- What healthy foods can you eat for lunch? (Vegetables, peanut butter sandwich, low-fat chocolate milk, yogurt)
- What healthy foods can you eat for dinner? (Chicken breast, vegetables, fruit)
- Why is it important to wash raw fruits and vegetables before you eat? (It prevents the spread of germs that can make you sick or cause diseases.)
- Why is it unhealthy to eat a lot of candy? (Candy has a lot of fat and sugar. The sugar is bad for your teeth, and when you have too much sugar in your blood, you can also get a disease called type 2 diabetes.)

B. Lesson Introduction

To start this lesson say something like:

“Today’s lesson is called Eat 5 Today the Colorful Way. It is about eating fruits and vegetables five times every day to stay healthy. We will start by learning a new song called: Eat 5-Today the Colorful Way”

“La lección de hoy se llama Come 5 Al Día De Manera Colorida. La lección muestra que debes consumir frutas y verduras cinco veces al día todos los días para permanecer saludable. Comenzaremos por aprender una nueva canción llamada: ‘Come 5 Al Día De Manera Colorida.’”

C. Lesson Content/Song

Directions for Teaching the Song

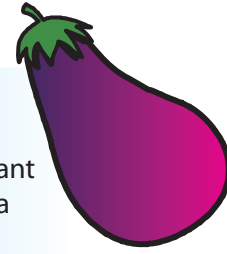
- Sing the song to the class. If it is a longer song, i.e., more than one verse, sing the refrain and just the first verse.
- Then say the words in the refrain, either one line or one phrase at a time.
- Next, have the students sing the line or phrase with you.
- Repeat the sequence for the next line or phrase and have the students sing it with you.
- Sing the entire refrain together.
- Repeat the sequence for each verse.
 - a. Sing the verse.
 - b. Say a line or phrase.
 - c. Have the students sing the line or phrase with you.
- Sing the entire song (refrain and verses) with the students. Sing it over several times so the students remember the words.



Lesson 4 – Eat 5 – Today the Colorful Way

Teaching Concept 7

Learning about eating fruits and vegetables the 5-Today the colorful way is important so you can help your parents or other adults choose which ones you should eat at a meal or for a snack each day.



D. Check for understanding

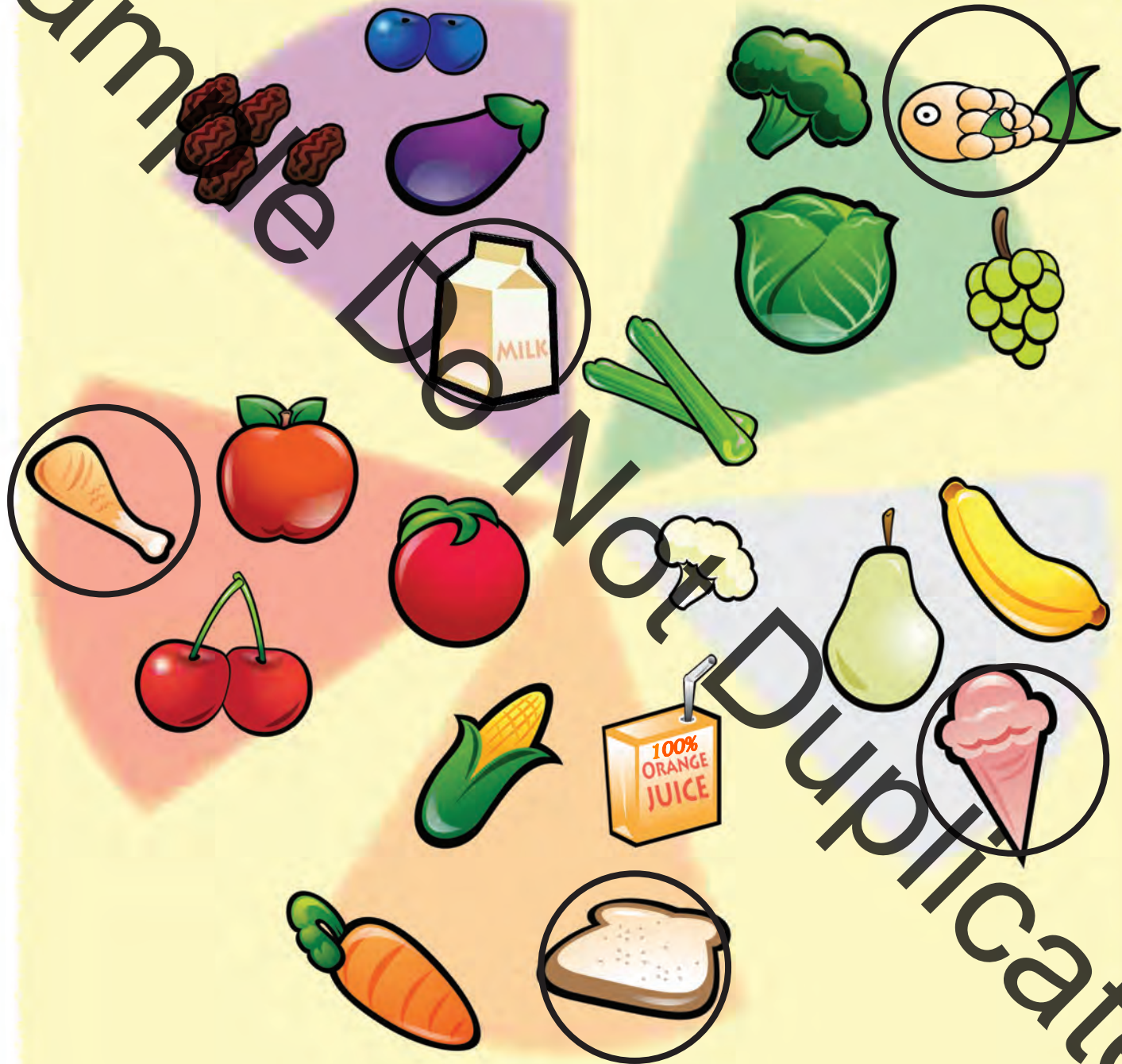
- What colors of fruits and vegetables are healthy for you? (Purple, blue, green, white, yellow, orange, and red)
- Can you name some fruits and vegetables in each color? (Eggplant, cabbage, blueberries, plums, raisins/ broccoli, celery, lettuce, grapes, avocados/baked potato, onions, cauliflower, bananas, pears/ corn, carrots, peaches, lemons, oranges/tomatoes, radishes, cherries, apples, strawberries)
- How many fruits and vegetables should you eat each day? (5 a day)
- Why is it important to eat many colors of fruits and vegetables each day? (Vegetables are nutritious, high in fiber, low in fat, and they can prevent diseases like diabetes and heart disease. Colorful fruits and vegetables give us many vitamins and minerals your body needs to be healthy.)



Lesson 4 – Eat 5 – Today the Colorful Way

Review Sheet – Student Workbook

Directions: Circle the pictures that are NOT a fruit or vegetable.



Lección 4 – Consume Hoy 5 Alimentos de Manera Colorida

Hoja de Revisión – Libro de Ejercicios del Estudiante

Instrucciones: Circula la imagen que NO es una fruta o vegetal.

